U.S. Department of Transportation
Federal Highway Administration

NATIONAL HIGHWAY INSTITUTE

Office of Technical Services

NHI INSTRUCTOR-LED TRAINING STANDARDS GUIDE

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Contents

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Introduction

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Introduction

This document highlights typical National Highway Institute (NHI) standards for instructor-led training (ILT) deliverables.

Refer to the contract or task order (TO) for specific guidance on every project. Discuss any deviations from this document with the NHI Training Program Manager or Contracting Officer's Representative before performing work or delivering a product.

Taxonomy and Course Structure

NHI courseware for instructor-led training can be developed using the following taxonomy:

- Course-Lesson, or
- Course-Module-Lesson

Segment the course into lessons only or into modules with associated lessons. Use the most appropriate structure for logical sequencing of course content.

Find more guidance on course structure in the design plan example at https://www.nhi.fhwa.dot.gov.

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Standards for ILT Design Plans and Assessments

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Design plans and evaluation methods are directly related to the learning outcomes. See the *NHI Style and General Standards Guide* in the NHI Developer Toolkit for information on properly crafted learning outcomes.

Design Plan Standards

A design plan serves as the framework for developing course content. One purpose of the design plan is to establish that the finished training product will meet the training needs of the target audience and be designed in accordance with accepted instructional systems design practices.

Consult the design plan example in the NHI Developer Toolkit for more information on design plan requirements.

Design NHI instructor-led courses to:

- Provide 6 to 6.5 hours of instructional time per day, excluding breaks and lunch.
- Allow adequate breaks. Where possible, provide a morning and afternoon break of 15 minutes or several 5-10 minute breaks scattered throughout the morning and afternoon sessions.
- Ensure that learners are not passive recipients of information, but are actively involved in the NHI learning experience. Include minimal one-way lecture time and use a variety of engaging instructional strategies and review, practice, and evaluation activities at appropriately paced intervals.

Lesson Plan Standards

A lesson plan details the instructional methods for an individual lesson and provides adequate information for the instructor to plan his or her approach to the lesson. It contains an overview of the applicable information from the design plan.

A lesson plan is included at the beginning of each module or lesson in an NHI instructor guide. It includes, at minimum:

- Lesson number
- Lesson title

- Performance-based learning outcomes shown in relation to topic and evaluation method
- Sequenced and chunked content with associated instructional methods and instructional tools to be used
- Instructions for conducting the lesson, including information about transitioning from one lesson to the next
- Duration for each content area topic and activity
- Evaluation plan (interim and terminal)
- References and source documents
- Placement in instructional day

Assessment Standards

NHI typically requires development of a Level 2, end-of-course assessment to test participants' mastery of the learning outcomes. Two separate assessment instruments are often required in order to maintain a pool of acceptable questions and to ensure the integrity of the exam. A project's contract specifies the requirements for assessment instruments.

Instructors carry NHI assessments (exams) to each session; exams are not shipped to the site with other NHI products. Generally, assessment instruments are separate documents and are not included in the instructor guide.

Assessment answer keys must include the correct answer(s) to each question, a justification or explanation, and the location of the reference (answer) within the training materials.

Level 1 evaluations are shipped to each session with other NHI administrative products; Level 1 evaluation instruments are standardized across NHI and do not need to be created by the contractor.

General assessment standards are included in the NHI Style and General Standards Guide available through the NHI website.

Example Testing Methods

The assessment may consist of objective methods, such as multiple choice or matching questions. Where appropriate, the method can be presented in performance-based formats, such as skill demonstrations, case studies, or presentations.

Typical assessment styles include the following.

- Multiple-choice
  - Useful for testing knowledge
  - Consists of a stem and a selection of possible responses
- Matching
  - Useful for testing terms and labels
  - Consists of two columns of related words, phrases, or symbols
- True and False
  - Useful for testing knowledge
  - Consists of a single statement

Note: Use true and false (yes and no) questions sparingly; they do not provide a reliable measure of learning. In no case should an assessment instrument rely on more than 10% true and false questions.

- Completion or “fill in the blank”
  - Useful for testing recall of knowledge and limited higher-order tasks
  - Consists of a statement from which a word(s) or short phrase has been omitted
- Performance
  - Useful for testing job tasks and skills
  - Consists of a simulated or actual environment with certain conditions of performance and certain expected outcomes

Rubrics

Any assessment must test mastery of the learning outcomes and include tools to mitigate subjectivity in grading or scoring. For case studies, presentations, and other performance-based formats, create a rubric that clearly states acceptable response criteria or parameters for evaluating participant responses or group processes.

Rubrics are often created in list format or in grid, or matrix, style. A rubric typically contains these elements:

- Performance standard
  - The performance standard reflects the learning outcome, task, or specific behavior that is being performed by the participant and evaluated by the instructor
- A rating system
  - A scale (narrative or numerical, in most cases)
  - Descriptors or performance characteristics that indicate the level of performance
  - Indicators for each level, providing example answers or clues that indicate a level of performance
- Criteria for success or mastery, which can be tied to NHI's generally accepted criteria for passing grade (70 percent)

Standards for Instructional Documents

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Effective document formatting enhances readability and comprehension.

Cover

Use the cover template as provided by NHI for any printed product. Use the FHWA-NHI publication number as provided to generate a document's cover and spine and for inclusion in the file name.

Document Organization: Reference Materials (Front Matter)

This section provides standards that apply to front matter in all ILT documents.

Foreword or Introduction

Include the following information in the Foreword inside the front cover of the training materials.

- The reason for publishing the report, manual, or study
- A short summary of the contents
- A statement identifying the audience
- Whether the publication supersedes another
- Whether the publication is preliminary, interim, or final

Disclaimer Notices

Include the following disclaimers in the inside front cover.

1. Departmental disclaimer, under the caption "Notice": This document is disseminated under the sponsorship of the Department of Transportation in the interest of information exchange. The United States Government assumes no liability for its contents or use thereof.
2. Disclaimer for product names or manufacturers, under the caption "Notice," if any appear in the training materials: The United States Government does not endorse products or manufacturers.

Trademarks or manufacturers' names appear herein only because they are considered essential to the object of this document.

Technical Report Documentation Page

If required or appropriate, insert a Technical Report Documentation page, Form DOT F 1700.7. The page is available in the appendix.

Metric Conversion Factors table

Insert a Metric Conversion Factors page only if those measurements are used in the training materials. The page is available in the appendix.

Acknowledgements

Credit lines or acknowledgments are allowed only when a nongovernment source loans or contributes materials that have not been purchased by FHWA. Do not include acknowledgements for the sole purpose of crediting an author or FHWA employee. Review the need for acknowledgements with the NHI Training Program Manager before including such language in the training materials.

Table of Contents

Do not include front matter, such as the foreword, disclaimer notices, technical report documentation, and metric conversion factors, in the table of contents since they precede the table of contents. Set the table of contents in the same style as the body text. Include every section and certain subsection titles in all capitals or initial capital letters. Indent subheadings to emphasize their relationship to the main heading.

Document Organization: Reference Materials (Back Matter or End Matter)

This section provides standards that apply to back matter in all ILT documents.

Appendix

Include any supplemental materials in the appendix.

Glossary

Include all newly introduced terms and other relevant terms in the glossary.

Bibliography

A bibliography directs participants to the sources of material so that they can locate additional information on the subject. Provide the author, title, source, identifying number, pagination, and publication date. When citing published works, submit a bibliography that lists all references and citations. Following is an example bibliography entry:

> Minow, Newton N., and Craig L. LaMay. *Inside the Presidential Debates: Their Improbable Past and Promising Future*. Chicago: University of Chicago Press, 2008.

When citing an online publication, use the Digital Object Identifier (DOI) instead of the URL if the source article or book has been assigned one. For further guidance on references, citations, and bibliographies, refer to the GPO Style Manual and the Chicago Manual of Style.

Other Resources

Stakeholder discussions at the needs analysis phase typically generate references to NHI courses on related topics as well as other publications and websites that pertain to the topic at hand. Provide a list of NHI courses as well as other print and Web resources that would be helpful to a participant.

Document Formatting

This section provides standards that apply to formatting all ILT documents.

Font

Use a sans serif font, such as Arial or Verdana, and maintain consistent font size and type throughout the course. Below are typical font sizes for NHI instructor guides and participant workbooks.

Note: Reference manuals may be guided by other publishing criteria; consult contract documents for specific requirements.

Content type	Font size
Publication: first-level headings	16 pt bold
Publication: second-level headings	14 pt bold
Publication: content	12 pt

Table 1: Font size

Lists

A bulleted list includes two or more items written in parallel form. If the first item on the list is a phrase beginning with a verb, all other items should follow this format. If the first item is a complete sentence, then subsequent items in the list must be sentences.

- Capitalize the first letter of the first word in all bulleted items.
- Use a period at the end of full sentences.
- Select a simple bullet style.
- Format the text and bullets so that font size does not exceed the standard text font size.
- Format bullets so their font size does not exceed the list items’ size.
- Left-align the list.

Sub-bullets may help organize ideas on printed material, but NHI recommends minimizing their use on PowerPoint slides.

Use numbering instead of bullets if the order or sequence is important to the list content.

Tables and Figures

Label all tables and figures consistently, and optimize them for accessibility. Label each table or figure with a unique title, caption, or figure number, and insert a list of tables and figures (with corresponding labels and page numbers).

Consider how tables and figures will be positioned when printed. They should be placed near the relevant textual references—ideally on the same page or spread. In the case of a large table or figure that needs to be rotated in order to fit on the page, align the top of the table or figure with the left side of the page. Leave enough margin space so that the content is not obscured by the binding.

Footnotes

Use a footnote at the bottom of the page only when directly referencing an information source.

- Use a separate set of numbers for table footnotes and text footnotes, and start numbering from 1 for each new chapter or section.
- Place footnotes for tables, graphs, and illustrations, immediately beneath the table, graph, or illustration.

Headers and Footers

Add headers and footers to printed material.

- Insert the title of the course as a left-aligned header.
- Insert the type of document as a right-aligned header.
- Insert a single (1/2 point) separator line in the header, underneath the course title and document type.

- Insert the page number as a centered footer, ½ inch above the bottom margin.

Page Numbering

Use lowercase Roman numerals for front matter and Arabic numerals for the body and back material of the training materials.

Start chapters, sections, and appendices on right-facing, odd-numbered pages. Use a blank page as needed to start a chapter or section on the right-hand side. Assign blank pages a page number; it is acceptable but not required to print a number on the blank page.

Provide a notice, such as "This page is intentionally blank," to avoid empty pages that can confuse adaptive technology.

Spacing

- Use a single space between sentences.
- Use two single lines between sections separated by a heading.
- Use a single line between paragraphs.
- Use 6 pt. spacing before and after bulleted items.
- Avoid text orphans and widows.
- Set all text flush left, ragged right upper.

Special Formatting Notes for PowerPoint Presentations

Use a sans serif font that is no smaller than 24 point for readability of a projected presentation. Presentations are often used in a low light environment and projected as far as 35 feet from participants; make sure all content is readable. It is often advisable to include graphics directly in the participant workbook (as opposed to inserting the slide with smaller graphic).

Display the NHI logo on the first slide of each presentation.

Use Arabic numerals instead of spelling out numbers when representing quantities in PowerPoint presentations; note this guidance differs from that provided for training documents, such as instructor guide and participant workbook.

Use the Slide Master feature for background color and page numbering. Number slides in the lower right corner. Do not insert graphics onto the Slide Master.

When inserting the slides into another document, such as the instructor guide or participant workbook, convert the slides from color to black and white.

Instructor Guide Standards

The instructor guide (IG) is based on the approved design plan. The IG guides the instructor during delivery of an NHI course and thoroughly describes the procedures for setting up and teaching the course.

- Include a lesson plan before each lesson or module.
- Include transition from one topic or lesson to another by providing an appropriate segue, a wrap-up statement, or an introductory statement. Detail the ways in which one topic builds upon or ties into another topic.
- Generate complete and extensive instructor notes so that every instructor can teach the course as the developers and subject matter experts (SME) intended. However, the IG is not a script for the instructor to recite or read to the participants.
- Present instructor notes in a consistent format throughout the document.
- If desired and approved by the TPM, use visual cues to highlight participant activities, speaking points, possible questions to prompt discussion, answers to those questions, and time allotments for each section. A simple, consistently applied icon for each main heading in the IG notes may be appropriate.
- Include supporting material or cross-reference to related course materials.
- All case studies, workshop problems, computer exercises, and other instructional events must be described in complete detail in the IG. Include the rationale or purpose, any necessary details, the process for completing the activity, duration, debrief instructions, and summary or transition.

The IG includes, at minimum:

- Cover, including publication number (both provided by NHI)
- Table of contents
- Administrative information
- Introduction
    - Course overview or description
    - Description of target audience
    - Course goal and expected outcomes

    - Course coordination
    - Class size
- Agenda with times
- Instructor's checklist
    - Before the training event
    - During the training event
    - After the training event
- Lesson Plans
- Slides and content
- Directions and worksheets for completing exercises, calculations, activities, and case studies (as applicable) and answers or suggested responses for each
- List of abbreviations and acronyms
- Glossary
- List of references and source documents
- Other appendices as necessary

See example below for one possible IG format. Other examples are available from the ILT Developer Toolkit on the NHI website and from the NHI Training Program Manager (TPM). However, contractor recommendations are encouraged; the ideal IG layout is based on the type and level of content, needs of the targeted audience, and instructional methods.

Gain approval from the NHI Training Program Manager (TPM) or Contracting Officer's Representative (COR) before producing the IG.

Example Instructor Guide Notes

Key Message

Introduce a new topic or lesson here. Connect previous content to this new content.

Summarize the main points or critical information that participants should recall from this slide or page. Capture the essence of the slide content; do not repeat slide titles or bullet points.

Background Information

- Explain any background or related information to support the slide.
- Provide information that may be used to answer questions or to elaborate on a topic, if necessary.
- Keep notes brief and to the point; use bullet format.
- Do not duplicate content from the slides or reference manual.
- Identify typical questions, regional, political or demographic issues, and possible solutions.

Interactivity

Provide instructions for facilitating engagement opportunities. Provide possible classroom discussion starters, questions to gauge understanding (and suggested responses), or survey questions that the instructor can use to prompt curiosity, promote buy-in, or build consensus.

Include transitions, purpose for the activity, recommended duration, complete instructions for facilitating and debriefing each step of an activity. Include wrap-up and summary for each activity.

Notes

Describe any factors that might make it difficult for learners to understand or accept a key message.

This field is often blank and is used by instructors to jot suggestions for future delivery of the course.

Reference Manual Standards

A reference manual (RM) includes detailed text, formulae, codes, graphs, tables, and other technical details that are used by the participants and instructor in class. The RM often resembles a textbook, and participants use the material therein to solve problems or reference additional information.

If a reference manual is provided to participants, the course must be designed to use that reference during the instructional period. By the end of a course, the participants should be thoroughly familiar with the manual, and be able to use it effectively as a reference tool on the job.

Participant Workbook Standards

The participant workbook (PW) is an instructional support tool. It serves multiple functions during a course, including providing:

- Content and additional resource material
- Space for note taking
- A printed copy of visual aids used in a traditional and virtual classrooms
- Directions and worksheets for activities, calculations, exercises, and case studies
- Resources, acronyms, and glossary

The format of the workbook is an instructional design decision based upon the type and amount of required technical content, supporting visuals, and adult learning principles. The PW format aligns contractual requirements with the most appropriate presentation of content.

- Discuss the preferred workbook format with the NHI TPM or COR before development.
- NHI encourages text in the PW.
  - When a reference manual is required and used in class, it contains most detailed text; however, without a reference manual, the workbook is more valuable as a job resource if it includes enough detail to provide guidance and clarification of bulleted items on slides.
  - Determine the number of slides per page by ensuring that the slide and bullets are clear to the participants and that required narrative to explain the content or supplement the slide can be located in a sensible location on or near the same page.
  - Insert charts and tables directly into the PW to maintain clarity. Do not insert the PowerPoint slide containing those graphic elements.

A typical participant workbook includes, at minimum:

- Cover, including publication number (both provided by NHI)
- Table of contents
- Introduction
  - Course overview
  - Course description

    - Course goal
    - Course outcomes
- Course agenda
- Course content
- Directions and worksheets for completing exercises, calculations, activities, and case studies (as applicable)
- List of abbreviations and acronyms
- Glossary
- List of references and source documents
- Other appendices (as necessary) including solutions to class exercises (if appropriate)

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Style and Language Use

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Style, Language Use, and Standards Authorities

Use clear and concise language to minimize confusion and maximize learning. When updating an older course, do make the necessary style changes so that the course conforms to NHI style and language usage expectations.

NHI adheres primarily to the following for style guidance. When conflicts arise between the GPO and Chicago Manual, the *GPO Style Manual* prevails. Consult *Webster's Third New International Dictionary* for spelling guidance.

- *Government Printing Office* (GPO) *Style Manual*
- *Chicago Manual of Style*
- Federal Plain Language Guidelines from the Plain Writing Act of 2010

The following standards apply based upon contract requirements for a specific project.

- Section 508 of the Rehabilitation Act of 1973, as amended
- International Association for Continuing Education and Training (IACET)

Contractual requirements supersede this guide. Consult your development contract for specific requirements.

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Standards for Delivering Instructor-led Training Products

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Deliverables Requirements

Please see the NHI Style and General Standards Guide for direction on addressing:

- Intellectual Property
- Mark and Signature
- Graphics

File Format and Naming Conventions

Consult the NHI Style and General Standards Guide for file format and naming conventions.

Refer to the contract document and consult the NHI TPM or COR for specific requirements on the expected delivery approach, such as file transfer system, DVD, external drives, or other delivery mechanism.

Section 508 Compliance

NHI performs a variety of accessibility reviews on contractors' deliverables. One method of review includes using checklists of minimum requirements, which is available from the format-specific standards guide. The Microsoft Word, Adobe PDF, and Microsoft PowerPoint checklists are included in the appendix of this document.

Other checklists may be available on the NHI website or by request from the NHI Training Program Manager or Contracting Officer's Representative for a specific project.

The United States Department of Transportation provides extensive guidance on creating accessible documents and points to a variety of reputable resources. See http://dotnet.dot.gov/section508.

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Appendix I: 508 Compliance Checklist for MS Word

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Courseware Information

Courseware/URL:	
Tester Name:	
Testing Date:	

Requirements Checklist[1]

Use the following checklist to verify that Microsoft Word documents comply with Section 508 guidance. NHI staff may wish to thoroughly review the courseware, noting any non-compliance issues or elements on the attached "Non-compliant Element Tracking" table. Then indicate the Pass or Fail status of each required element. The extent of subsequent reviews is at the discretion of the NHI Training Program Area team.

NHI typically converts Microsoft Word documents to Adobe PDF documents before distributing. Therefore, the checklist incorporates elements that facilitate a compliant conversion. **It is important to note that an improperly structured Microsoft Word document will not convert into a compliant PDF document.**

ID	1.0 Layout and Formatting Requirements	Pass	Fail	N/A
1.1	The document is formatted using elements from MS Word Style[2] feature (Heading 1, Heading 2, Body Text) as opposed to formatting elements alone (bolded heading, manually sized fonts, italics). Alternately, the document is formatted as an outline in hierarchical manner using the MS Word Style feature for outlines.			
1.2	The document does not use flickering, flashing, and animated text.			
1.3	Pages are coded and numbered automatically (not typed manually)[3].			
1.4	Hyperlinks display as the fully qualified URL, i.e., http://www.samhsa.gov, and not www.samhsa.gov.			
1.5	Hyperlinks are active and map to the correct content.			

[1] The checklists and requirements in this document were adapted from information provided by the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration Web site, http://508.samhsa.gov/, accessed 05/02/2012.

[2] Test this by selecting desired text; the formatting for that text will display in the "Style" toolbar field. Heading text should be different from body text.

[3] View the document in "Print Layout" mode; page numbers will appear grayed out if numbering was performed correctly.

ID	1.0 Layout and Formatting Requirements	Pass	Fail	N/A
1.6	Any track changes are fully accepted or rejected, and the feature is turned off.			
1.7	Comments are fully deleted and the feature is turned off.			
1.8	Formatting marks are not visible.			
1.9	The document has been reviewed in "Print Preview" for a final visual check.			
1.10	Bullets are inserted as a "Bullet Style" as opposed to manually typed characters, such as hyphens or asterisks.			
1.11	An alternate method is provided whenever color is used to emphasize selected text.			
1.12	Footnotes are created with the Microsoft Word "Insert Footnote" feature. (Manually inserted footnotes are not acceptable.)			

ID	2.0 Image Requirements	Pass	Fail	N/A
2.1	Graphics (images, grouped images, and non-text elements) that convey information have adequate Alternative Text descriptions associated with them.			
2.2	Decorative images that do not convey information have a blank Alternative Text description, i.e., " ".			
2.3	Associated images on the same page, e.g., boxes in an organizational chart, are grouped as one object.			
2.4	Multi-layered objects are flattened into one image and use one Alternative Text description for this image.			
2.5	Complex images are immediately followed by descriptive text.			
2.6	There are no background images or watermarks on the document.			
2.7	Information conveyed with color is also available without color. (For example, information is also conveyed with context, markup, or other appropriate approach.)			
2.8	Image text wrapping style is set to "In Line with Text" for all images.			
2.9	Simple graphics are not housed in text boxes.			

ID	3.0 Table Requirements	Pass	Fail	N/A
3.1	Tables (not tabs or spaces) are used to create a tabular structure.[4]			
3.2	Tables contain row and column headers.			
3.3	Row and column headings start in the first left-hand column of the table.			
3.4	Data tables have the entire first row designated as "Header Row" in Table Properties.			
3.5	Tables contain no merged cells.			
3.6	Tables have a logical layout based on rows and columns, i.e., they are read left to right and top to bottom.[5]			
3.7	Data tables in the document are named, numbered (if applicable), and have an associated description. (Note: In some cases naming and numbering a table may not be appropriate. For example, a small data table in a presentation might not require a reference.)			
3.8	Under Table Properties dialogue, the "Allow row to break across pages" element is deselected.			

[4] The table anchor icon indicates a table (not tabbed paragraph) has been inserted.
[5] To test, highlight several lines in the left column. Only text in the column should be highlighted. If the highlighting spills over between columns, the table was incorrectly created and will not be read by assistive technology in the correct order.

ID	Notes and Additional Requirements	Pass	Fail	N/A
A.	The document file name includes no spaces or special characters.			
B.	The document file name is concise, limited to 20-30 characters, and makes the contents of the file clear.			
C.	An accessible alternative version of the document is provided when there is no other way to make the content accessible. (Example: an organizational chart)			
D.	The document utilizes sans serif fonts in styles, formats, and sizes approved by *NHI Style Guide* and *NHI Standards for WBT.*			
E.	Document properties, e.g., subject, author, title, keywords, and language, are properly identified. (Note: NHI or the appropriate government organization is the "author." An individual or contractor name should not be used.)			
F.	A Table of Contents (TOC) was creating by linking to Headings styles and using the Table of Contents feature in Microsoft Word. (Manually inserted TOCs are not allowed.)			

Non-Compliant Element Tracking

Use this table to document any elements of the courseware that failed or were identified as being non-compliant. Identify each element by ID Number and include a description of the reason why the element failed or is non-compliant.

ID	Description of Failure and Non-Compliance

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Appendix II: 508 Compliance Checklist for Adobe PDF

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Courseware Information

Courseware/URL:	
Tester Name:	
Testing Date:	

Requirements Checklist[6]

Use the following checklist to verify that Adobe PDFs comply with Section 508 guidance. NHI staff may wish to thoroughly review the courseware, noting any non-compliance issues or elements on the attached "Non-compliant Element Tracking" table. Then indicate the Pass or Fail status of each required element. The extent of subsequent reviews is at the discretion of the NHI Training Program Area team.

ID	1.0 Layout and Formatting Requirements	Pass	Fail	N/A
1.1	Acrobat Accessibility Tags are included in the document.			
1.2	A full Accessibility Report completed on the document indicates no errors are present. (Available in Adobe Acrobat Professional 8 or higher.)			
1.3	The document reads in a logical order; i.e., the tab order is correct.			
1.4	Documents with multi-column text, tables, or call-out boxes are read in the correct reading order using the Acrobat Pro 'Read Aloud' function.			
1.5	Hyperlinks display as the fully qualified URL, i.e., http://www.samhsa.gov, and not www.samhsa.gov.			
1.6	Hyperlinks are active and map to the correct content.			
1.7	Comments, sticky notes, and reviews are removed from the PDF document.			
1.8	No hidden data from Word (or other applications used to create the original document) is present in the PDF file.			
1.9	Bookmarks are included in all PDFs that are more than 9 pages long.			

[6] The checklists and requirements in this document were adapted from information provided by the Department of Health and Human Services, http://www.hhs.gov/web/508/index.html, accessed 4/26/2012.

ID	2.0 Image Requirements	Pass	Fail	N/A
2.1	Graphics (images, grouped images, and non-text elements) that convey information have adequate Alternative Text descriptions associated with them.			
2.2	Associated images on the same page, e.g., boxes in an organization chart, are grouped as one object.			
2.3	Multi-layered objects are flattened into one image and use one Alternative Text (Alt Tag) description for the image.			
2.4	Complex images provide a reference to the descriptive text of the image.			
2.5	The document is free of scanned images of text.			

ID	3.0 Table Requirements	Pass	Fail	N/A
3.1	Tables (not tabs or spaces) are used to create a tabular structure.			
3.2	Data tables contain row and column headers.			
3.3	Simple tables apply the appropriate row and column headers.			
3.4	Complex tables have ID and header attributes to associate the data cells with the column and row headers.			
3.5	All table cells, with the exception of those associated with the header row, are designated as data cells.			
3.6	Data cells in the tables are logically associated with the row and column header elements.			
3.7	Data tables have a logical reading order from left to right, top to bottom.			

ID	Notes and Additional Requirements	Pass	Fail	N/A
A.	The document file name includes no spaces or special characters.			
B	The document file name is concise, limited to 20-30 characters, and makes the content of the file clear.			
C.	A separate, accessible version of the document is provided when there is no other way to make the content accessible.			
D.	The document uses sans serif fonts in styles, formats, and sizes approved by *NHI Style Guide* and *NHI Standards Guide(s).*			
E.	Document properties, e.g., subject (description), author, title, keywords, and language, are properly identified. (Note: NHI or the appropriate government organization is the "author." An individual or contractor name should not be used.)			

Non-Compliant Element Tracking

Use this table to document any elements of the courseware that failed or were identified as being non-compliant. Identify each element by ID Number and include a description of the reason why the element failed or is non-compliant.

ID	Description of Failure and Non-Compliance

Resources for Creating Accessible PDFs

Below is a list of resources for the creation of accessible PDFs. NHI strongly encourages developers to adhere to guidance on the creation of accessible source files, e.g. Word documents and PowerPoint presentations, in order to make the conversion and creation of accessible PDFs less arduous.

1. Web AIM "PDF Accessibility" http://webaim.org/techniques/acrobat/

   This site defines a PDF, explains source file software, e.g. Word, PowerPoint, and Acrobat's features for creating accessible documents, and provides directions on how to use Acrobat's accessibility features.

2. US Department of Health and Human Services "Section 508" http://www.hhs.gov/web/508/pdfs/index.html

   This site explains how to create accessible source (Word) files and PDFs, in addition to directions on using Acrobat to edit PDFs to improve accessibility.

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Appendix III: 508 Compliance Checklist for PowerPoint

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Courseware Information

Courseware/URL:	
Tester Name:	
Testing Date:	

Requirements Checklist[7]

Use the following checklist to verify that PowerPoint files and presentations comply with Section 508 guidance. NHI staff may wish to thoroughly review the courseware, noting any non-compliance issues or elements on the attached "Non-compliant Element Tracking" table. Then indicate the Pass or Fail status of each required element. The extent of subsequent reviews is at the discretion of the NHI Training Program Area team.

ID	1.0 Layout and Formatting Requirements	Pass	Fail	N/A
1.1	All slide text is viewable in the Outline View.			
1.2	Slides avoid using flickering, flashing, and animated text.			
1.3	All text appears in designated placeholders. Text does not appear in user-generated text boxes or within graphics.			
1.4	Hyperlinks display as the fully qualified URL, i.e., http://www.samhsa.gov, and not www.samhsa.gov.			
1.5	Hyperlinks are active and map to the correct content.			
1.6	Any track changes are fully accepted or rejected, and the feature is turned off.			
1.7	Comments are fully deleted and the feature is turned off.			
1.8	Formatting marks are not visible.			
1.9	Animations and transitions are used only when necessary, and are described in the Notes pane.			
1.10	Color schemes present a sharp contrast between text and background.			

ID	2.0 Image Requirements	Pass	Fail	N/A
2.1	Graphics (images, grouped images, and non-text elements) that			

[7] The checklists and requirements in this document were adapted from information provided by the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration Web site, http://508.samhsa.gov/, accessed 4/13/2012.

	convey information have adequate Alternative Text descriptions associated with them.			
2.2	Decorative images that do not convey information have a blank Alternative Text description, i.e., “ “.			
2.3	Associated images on the same page or slide, e.g., boxes in an organizational chart, are grouped as one object.			
2.4	Multi-layered objects are flattened into one image and use one Alternative Text description for this image.			
2.5	Charts contain Title, Legend and Axis (X & Y) labels.			
2.6	Complex images are immediately followed by descriptive text.			
2.7	Information conveyed with color is also available without color. (For example, information is also conveyed with context, markup, or other appropriate approach.)			
ID	**3.0 Table Requirements**	**Pass**	**Fail**	**N/A**
3.1	All tables are created in PowerPoint.			
3.2	Tables (not tabs or spaces) are used to create a tabular structure.			
3.3	Tables contain row and column headers.			
3.4	Row and column headings start in the first left-hand column of the table.			
3.5	Tables have a logical layout based on rows and columns, i.e., they are read left to right and top to bottom.			
3.6	Data tables in the document are named, numbered (if applicable), and have an associated description. (Note: In some cases naming and numbering a table may not be appropriate. For example, a small data table in a presentation might not require a reference.)			

ID	4.0 Multimedia Requirements	Pass	Fail	N/A
4.1	Narration of all text on the slide is provided or audio instruction not found on slide text is transcribed in the Notes (“Narration”) pane.			
4.2	Audio and video content captioning is synchronized to the actions and dialogue.			
4.3	A link is provided to a plug-in or applet for the software required for every embedded link.			
4.4	Accessible video playback controls allow users to play, stop, forward, rewind, and pause presentations.			
4.5	Text alternatives are provided for non-text content.			
4.6	Text and graphics are scalable and magnification capabilities are provided.			
4.7	In new products it is considered best practice to enable the “Halt Flash Events” hotkey. Reviewer’s Notes to Developer (if any): _________________________			

ID	Notes and Additional Requirements	Pass	Fail	N/A
A.	The document file name includes no spaces or special characters.			
B.	The document file name is concise, limited to 20-30 characters, and makes the contents of the file clear.			
C.	An accessible alternative version of the document is provided when there is no other way to make the content accessible. (Example: an organizational chart)			
D.	The document utilizes sans serif fonts in styles, formats, and sizes approved by *NHI Style Guide.*			
E.	Document properties, e.g., subject, author, title, keywords, and language, are properly identified. (Note: NHI or the appropriate government organization is the “author.” An individual or contractor name should not be used.)			

Non-Compliant Element Tracking

Use this table to document any elements of the courseware that failed or were identified as being non-compliant. Identify each element by ID Number and include a description of the reason why the element failed or is non-compliant.

ID	Description of Failure and Non-Compliance